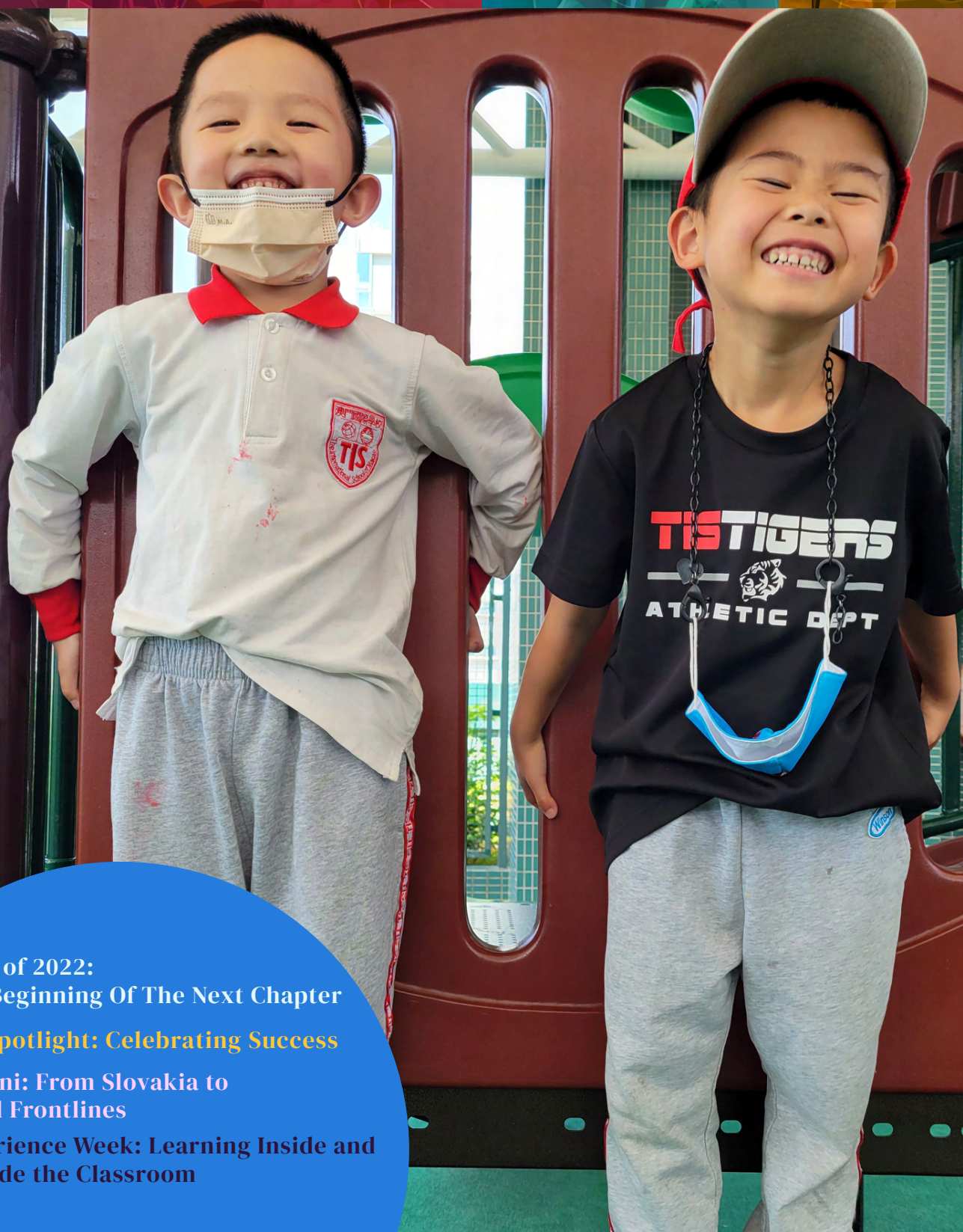


insight

A Magazine for The International School of Macao Community

SPRING 2022



Class of 2022:
The Beginning Of The Next Chapter

TIS Spotlight: Celebrating Success

**Alumni: From Slovakia to
Covid Frontlines**

**Experience Week: Learning Inside and
Outside the Classroom**



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EDITORS' NOTE

As you flip through the pages of the second issue of Insight magazine of this term (2021-2022), and read the stories of our students, alumni and teachers, we hope it gives you a sense of pride of being part of our community and feel inspired by what we do here at TIS.

At TIS, we are firm believers that students are given the proper tools to set their minds free, explore their imagination and gain lifelong knowledge. Through various experiences, inside and outside the classrooms, students can create a better world for them, for you and all of those around them.



Many significant events happened this semester including Experience Week, IB Art exhibition and the Benefit Concert, just to name a few. All of these pages are fueled by our students and teachers that together bring you a reflection of how we encourage and prepare students for their learning journey with us. This compilation of great stories and photos tries to capture all the excitement and activities of the year; a small insight into the world of learning.

We hope you enjoy reading this issue of Insight magazine. If you have any questions, suggestions or feedback, please feel free to email us at communications@tis.edu.mo.

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Message From the Head of School

If you asked me what I love about TIS, I would give you a long list of all of the amazing things that happen inside and outside of our classrooms. I would brag incessantly about our wonderful team of teachers and staff that work so diligently to ensure every student is happy and successful.

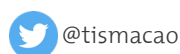
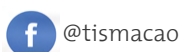
But when I started to talk about our students, it would be time to buckle in! Teachers work hard to create well designed learning activities but students are the ones who make the learning come alive. I have the best job in the world where I can literally see students striving and learning on a daily basis. I can see them struggle and persevere whether it is in the classroom, on a court, on a pitch or on a stage. And I get to see them overcome and succeed. I get to see them take risks, mature, strengthen and grow. As parents and as educators, this is what brings us joy - watching our children and students grow.

I trust that within these pages, you will get some INSIGHT into what happens in TIS. You will get some INSIGHT into learning that happens inside and outside of the classrooms. And you will be INSPIRED by the students' success. This is what TIS is all about.

As this is my last INSIGHT as Head of School, I'd like to thank all of the editors and authors for producing such a great magazine that provides our community with a window into TIS. It has been my honor to return to TIS for the past two years as an interim Head and I will continue to support the school as a board member and school supervisor for many more years to come.

Howard Stribbell

A handwritten signature in black ink, appearing to be 'H. Stribbell'.



#tismacao

The ZONES of Regulation in Pre-Kindergarten



The Zones of Regulation are a way to identify emotions and learn how to cope with them. It's a form of building resilience, exploring strategies for mindfulness, and regulating big feelings. In Pre-Kindergarten, children learn the difference between the four zones; Green- you are calm, focused and happy. Yellow- you are excited, anxious or silly. Blue- you are sad, tired or sick and Red- you are angry or out of control.

After learning to recognise the zone they are in, children learn strategies to manage their emotions in that particular zone, with the goal of working towards being in the green zone, which is optimal for learning.

Pre-Kindergarten children use visual charts to learn the zones and use objects as representation of their feelings. Then, they learn strategies such as bubble breathing, engaging in sensory play, practicing yoga and having quiet time in order to calm, regulate and ready themselves for learning.

We've enjoyed listening to the children talk about their feelings, brainstorm different ways in which we identify feelings and show care to one another.



We Are Problem Solvers!



If Junior Kindergarteners had to be summed up in one idea, perhaps it would be problem solvers.

But what does it mean to be a problem solver? In Kindergarten, it includes: creativity, persistence, lateral thinking, analytical thinking, taking initiative, logical reasoning, decision making skills, communication skills, and negotiation skills.

What does this look like in the Junior Kindergarten classroom? You see problem solving in action when students: stack blocks and loose parts to make a tall, stable tower; make up rules and negotiate terms of play; mix colours to create the shade of paint that they want; take turns and share; work together; independently pack their bags; investigate objects and their

properties such as water, ice, gravity, ramps; or resolve a fight over the same toy.

Students speak about problems in terms of big problems that need adult guidance and small problems that children use specific learned strategies to solve. They work specifically on conflict resolution skills to solve small problems on their own.

Like other skills, problem solving skills need to be explicitly taught, and research shows that young children learn best through play. The foundational years are important for children to learn and practice these skills.

The more creative play and challenges, the more opportunities for our TIS students to practice these vital skills.

SK Students As Teachers For A Day

SK children became the teachers as they took their parents through various classroom activities during the Student-Led Conference (SLC) at the end of March. Parents of SK students visited their classrooms to watch and understand how their children learn at school. SK teachers prepared Learning Centre activities for inquiry, literacy, numeracy, and phonics in each classroom and the students demonstrated how they complete the work at each Learning Centre. The parents were able to see their children confidently explaining and demonstrating their learning, and enjoyed looking at their children's projects and samples, as well as the inquiry cycles posted in the classrooms and on the bulletin boards outside. The inquiry for this time was 'I am Unique' and the students expressed themselves through different Learning Centres. The students demonstrated how they work with the new phonics program, such as recognizing snap words, using the words in drawing, or making sentences. At the Math Centre, the students applied knowledge to measure, compare, count materials and match them to corresponding numerals. We are so proud of our students and how they were "teachers for a day".



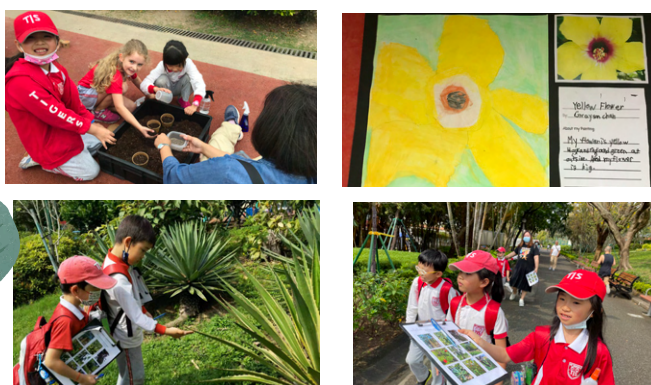
Grade 1 Grow Green Thumbs



As part of our Plants unit in Science, the Grade 1 students worked on the following:

- Plant experiment
- Needs of a plant
- Mad scientist - creating a plant with an adaptation for its habitat
- Growing plants
- Field trip - local plants
- Understanding how humans use plants
- Understanding the plant and animal relationships

For the Grade 1's, this spring has been filled with exploring, discovering and experimenting as they have been rolling through their Plants unit in Science.



Our unit began with an experiment to investigate the needs of a plant and how these needs affect its growth. Light and water were both given or limited and the results provided some excellent “light bulb” moments for the students. They also explored how plants and animals, including humans, interact and benefit from each other as well as the most common uses of plants.

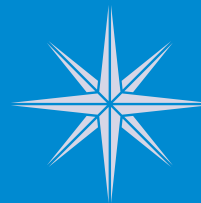
The Grade 1s got their hands nice and dirty when they planted chia seeds in their very own pot! After about a week of growing in the classroom with plenty of sun and water, they were able to take their crop home and enjoy the healthy and nutritious snack!



To connect our classroom teaching with our community, we all enjoyed a wonderful morning at Sun Yat Sen Park where we used our detective skills to locate a variety of local plants. A highlight of the morning was definitely the awesome playground!

To wrap up the unit, students were challenged to design their own plant creation with a specific adaptation to help it survive. With plans in hand, they utilized our awesome Idea Lab to put their creations onto paper using a variety of materials and media.

The Grade 1s surely have a new appreciation for just how important plants are to us!



Sailing Through a Sea of Exploration and Learning



Grade 2 students have been engaged in exploration, experimentation, and learning in their Boats and Buoyancy Unit. Through this unit, students have been testing the concepts of buoyancy and classifying materials on their capacity to float and initial expiration into the concept of density. They have been presented with the challenge to construct a watercraft that can carry a load, move through the water and remain stable. Additionally, this year the challenge has been connected to the Activist in Residence program. Students learned how boats impact the coral reefs through an interview with Marine Biologist Andrew Taylor and had to make modifications to their crafts to improve the environmental impacts on the reefs. Finally, the unit also tied in with our Social Studies focus on communities. Students learned about how boating has been an important part of the Macao community and the changes in their use over the course of history.



Promoting Reading as a Lifelong Journey in Grade 3



Students in Grade 3 have been building their readerly lives inside and outside the classroom.

At School, we set aside time for all Grade 3 students and teachers to Drop Everything And Read (DEAR). As children may not see adults reading as much today, this gives them a chance to see their peers reading as well as the adults. We also use literature to promote and hype up other subjects as a tactic to expose students to different types of genres of books.

An essential part of developing a readerly life is building the love of reading and getting children excited about the books they have read. At the beginning of the school year, Grade 3's learn all about finding peaceful reading spots so that they value their reading time like gold. They have carried these lessons throughout the year by finding new and interesting places to read. Some of the more unique reading places include outside on our school pirate ship and in the Blackbox Theatre, in the dark. In addition, students have helped to plan reading extravaganzas to celebrate their growth and help to teach others about what they have learned.

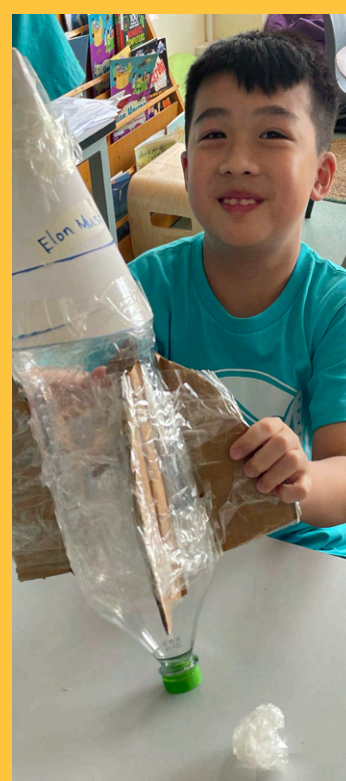
We continue to build excitement and promote reading at home with challenges such as reading bingo and book summaries for prizes. This encourages students to be accountable for their reading, to get excited and develop life-long reading skills.

Not All Classrooms Have Walls

With mixed classes over two days, the grade four students participated in four different activities during Experience Week 2021/2022.

The S.T.E.A.M groups were challenged to design and create water rockets using various types of recycled materials. Through collaboration, students were able to test their rockets and then compare theirs with others and to see which designs were more successful.

To exercise their physical side, the groups had the chance to learn a short hip hop dance under the instruction of Macau Glee Club instructor Emma Seward. This culminated in a final performance in the Black Box Theatre. The students were then assigned to small groups to create videos of this dance routine and vote for the best dance video.



The culinary class learned food preparation skills to make their own smoothies and fruit skewers. They also practiced following a recipe to make delicious energy balls!

The fourth activity students participated in, focused on a historical experience that was a part of Macau's history. Veng Lei Laboratory joined us to guide the Grade 4s through making their very own incense. This activity required collaboration and careful thought.

With custom made experience week shirts and a chance to try some new activities, the grade fours enjoyed their first of many great experience weeks!



Gr 5- Learning Outside Of The Classroom

From March 7th to the 11th, the grade fives were busy with Experience Week. They partook in many fun activities; however, we have chosen to share about four activities.

Cooking Without a Recipe!

Held by Ms. Henault, students got to cook their own creations of a calzone without a recipe using their sense of smell, sight, and judgment. Ms. Henault taught them to smell spices and herbs and choose what they thought would make the perfect calzone. They were then left to make their inspirations.

The students also got to be creative with instant oats. While they were encouraged to stay relatively healthy, chocolate chips and a little chocolate sauce were undoubtedly an option. This was a hit, and students tried various ingredients, with some having as many as six helpings!



Hiking on the hills of Coloane

Led by Mr. Chinweokwu and Mrs. Kiat, students were given a safety briefing before commencing the Panda Pavilion trail to Hac Sa beach. This was an opportunity for the students to connect with nature and take in some great views.

Lunch was enjoyed on the beach, and students reflected on an enjoyable experience spent away from Macau's usual hustle and bustle.



Art

Ms. Brown assisted Mr. Larry from Kind Krafts in leading the students through an art activity inspired by our Activist in Residence, Andrew Taylor, and the coral restoration project. Students painted reusable tote bags with ocean images that we hoped they would love and use, saving the ocean from more waste from plastic bags.

Each student had their own unique ideas that included images of fish, crabs, turtles, sharks, orcas, and beach sunsets. However, some students chose to paint something they were more interested in, such as the galaxy, plants, or soccer jerseys.



Leadership

Students participated in a Stock Market simulation game in Mr. Lai's classroom. Working in teams of four and five to buy and sell stocks of fictional companies, they used the weekly news between rounds to make educated guesses on changing prices. From seeing if AFU (Alien Finders United) finally found an alien to BFC (Bill's Food Company) providing vegetables to South America, the students used their teamwork and creative thinking to succeed.

The game's primary focus was to develop collaborative skills among students and help them step up as leaders. In each round, the students had a new leadership rule that their team had to follow. In addition, strategies such as majority voting, nominating a leader, using an arbitrator, and group collaboration were used and tested through the game's multiple twists and turns.

Overall the game was a big success with students highly engaged, showing improved communication skills and working as a team to accomplish a goal. This could be the start for many future stockbrokers!



Engineers in the Making!

In March, the Grade 6 students became mini-golf course designers. They combined their knowledge and skills from Math class, where they learned about angles and geometry, with their computer coding skills.

The assignment required the students to design a mini-golf course that a programmable robotic ball called a 'Sphero' could travel from start to finish. The courses were required to contain at least one acute, obtuse, and reflex angle that the ball would need to navigate. Once the course was constructed, the students needed to construct the code that would program the Sphero to complete the course from start to finish.

Step 1: Design a blueprint for the mini-golf course.

Step 2: Choose materials to construct the course.

Step 3: Measure and record all angles of the course.

Step 4: Use 'block code' to program the sphero to the specifics of the course.

Step 5: Test and adjust the 'block code' until the sphero could go from start to finish.

"This project forced us to be very precise when measuring and programming the angles into the Sphero. One mistake in the degrees entered and the Sphero won't stay on the track, very challenging," noted Agnes Ng.

Venita Kuok said, "One little mistake in the programming and the whole code doesn't work."

Both Mavis and Natalie agreed that, "You have to be very precise. If you start the sphero in a slightly different spot, it won't move to the place you want. There was a lot of testing and retesting."

Overcoming challenges was a main theme of this project, and the teams who displayed the most resilience were also the most successful. Working on a design team also gave the students valuable experience in working with a team towards a common goal.

Maybe in the future they could use the lessons learned in this project in some of these real-world applications; coding autonomous vehicles, coding Mars rover type machines, designing structures for a given space and purpose such as playgrounds, golf courses and parks.



Action for Healthy Kids

SLC's

Student Led Conferences are one of the biggest events for the Elementary PE team. Every year we look forward to inviting all our families into our facilities and teaching parents and guardians some of the activities we learn in PE. This year we showcased our Scooter Unit, Yoga/Gymnastics Unit, Jump Rope and Hula Hoop Unit, and had a little fitness fun challenging parents to a rock, paper, scissors challenge (the loser had to do 5 push ups).



Track and Field Meet

The track and field meet is a yearly event that students look forward to. In the lead up to the competition, the Elementary PE team prepares the students by doing a joint track unit. During this unit, the kids practice 3 different running events, one jumping event, and one throwing event. The students are also sorted into different heats based on their performance during PE classes. The track and field unit culminates in the final meet, where students compete against the other members of their heat, with the top 3 students of each event are rewarded with a ribbon and bragging rights for a year.



Kid's Healthy Eating Plate



Soccer

Soccer is one of our favorite units to teach in PE. It is a sport that focuses on teamwork, keeping possession, passing, dribbling, juggling, kicking, and scoring. Additionally focus is also placed on improving physical fitness, acquiring knowledge of fitness concepts and practicing positive personal and social skills. Soccer helps with building confidence and character, as well as displaying strong sportsmanship by following the rules and having fun.

Nutrition

In the TIS PE program, we not only teach them how to exercise, but we also teach them about nutrition. There are many physical benefits for proper nutrition. For example, it gives the kids energy to move around, protects against malnourishment, maintains the immune system, prevents obesity and reduces the risk of chronic diseases in their future. We introduced some important nutrients for children and which foods we can get the nutrients from.

Students Grow Confidence On Stage

On Friday, April 22nd and Saturday, April 23rd, the Black Box Theatre transformed 'Into the Woods' from fairy tales. Under the direction of Ms. Stribbell, Mrs. Schmidt, and Ms. Grilo, 78 students showed how the stories of Cinderella, Rapunzel, Little Red Riding Hood, Jack and the Beanstalk were all connected through the baker and his wife.

The students began working on the musical in January and met every Monday and Wednesday to prepare to perform. They had to work hard to learn songs and blocking, changing them from students, to parts of the woods and fairy tale characters.

Into the Woods Jr. was performed during 3 shows. It was a challenging show and the students did an amazing job!



Problem Solving Put To The Test



House teams continued to foster problem solving and collaboration throughout the School. This term the TIS Walk For Water, formerly known as the Walkathon, happened on March 2nd. This year the walk was in connection with the Sustainable Development Goal Number 6, Clean Water. While walking around the MUST Track students in Kindergarten, Elementary and High School were encouraged to reflect upon Salva Dut's 2018 visit and the distances some people are forced to travel to obtain clean water. Meanwhile, on the front field, Middle School students were challenged to carry water for the Walk for Water. Students rose to the challenge and carried water jugs ranging in size from 1L to 25 L for the duration of the walk.

Other highlights this term were events such as Teacher Tag, Hide and Seek, dodgeball, and Big Buddies.



Neurogenesis and Exercise

By Pawel Barwicki
Secondary P.E. and Health Specialist

As an educator who is passionate about an active and healthy lifestyle, I am trying to encourage others to be active by sharing with them scientifically proven benefits of physical exertion for everyone. If I asked my grade 7 students why it is important to exercise, perhaps most of them would be able to say it is good for our health and then if I direct their thinking a bit more, perhaps some of them would mention that there are benefits for the cardiovascular system or that exercising helps control one's body weight. However, the merits of physical exertion go much further than that. In my article I would like to shed a bit light on a fascinating phenomenon called neurogenesis and how exercise might impact this process. So first of all let me decipher this term.



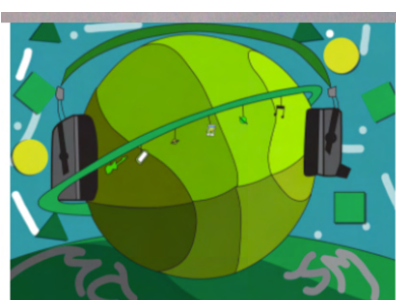
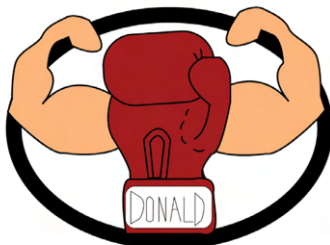
Neurogenesis is defined as the formation of new neurons, and neurons are the cells that make up our nervous system, including the brain. This process plays a crucial role in maintaining the brain's health which is necessary for cognitive abilities. Unfortunately, after early childhood this process significantly slows down, and it used to be thought that not much can be done to boost it. As a result, researchers from all over the world have been looking at how this process could be enhanced and over the last few decades they began to examine whether or not lifestyle might have any impact.

In the study at the University of the Jyväskylä, a group of researchers had a look at a part of the brain called the hippocampus in two groups of rats. One group was engaged in a daily running program for 6-8 weeks and the other group lived their typical sedentary lifestyle. The results indicated that the highest number of hippocampal neurons occurred in the rats that were enjoying a bit of running every day compared to the sedentary animals. While rats are not humans, surprisingly, there are many similarities between us and these mammals. As a result, rats are often used in various studies.

In conclusion, it looks like simple forms of exercises, like jogging or walking, might be beneficial for the various structures in our brains. Needless to say that more research is needed to better understand this process, but for me it is another important reason to stay active.

CTF Grade 8 Designing Their Identity

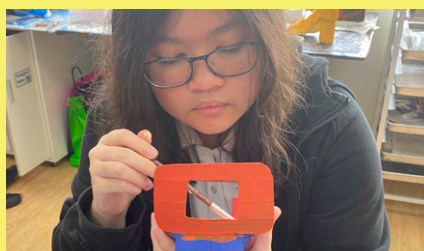
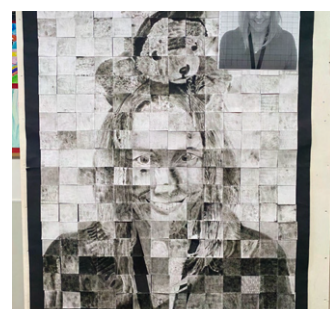
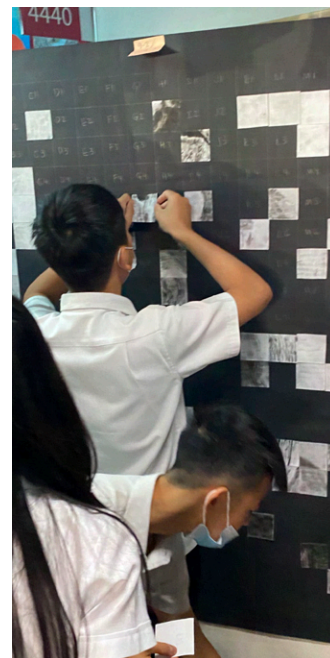
In Grade 8 Career Technology Foundations (CTF), students worked on practicing the key tools in Adobe Illustrator through a variety of formative activities. The specific tools they focused on learning and developing were the pen, shape, and colour tools. For their summative project in Adobe Illustrator, the students learned about the design process of creating an emblem and the critical elements of design they can incorporate into their work to elevate their ideas. Students began the process by brainstorming and creating a mind map of items representing their identity and what they would like to incorporate into their design. They sketched out their ideas and used different colour palettes to help finalize their plan. They then received feedback from their peers and incorporated it into their final draft. Lastly, using Adobe Illustrator, they transformed their hand-drawn sketch into a digital emblem representing themselves. Students then created stickers out of their emblem designs and a written design statement to go along with their final project.



Grade 9's Build Amazing Art Together

2D Fingerprint Portraits

In Grade 9, 2D Art the students learned about the Elements of Art and Principles of Design. Students have focused on learning about line, value, texture, and space and how they are important in works of Art. We looked at an American photorealist artist Chuck Close, who uses photographs to create realistic large-scale portraits. Students learn how to use the grid method in art to enlarge their photographs and draw using proper proportions. They are also using their knowledge of value and skills in tonal range and texture to create their self-portraits using fingerprints and ink pads. Grade 9 students collaborated on two large-scale drawings to practice their grid drawing before starting their portraits. Not knowing the subject matter, they were responsible for drawing a portion of the large drawing. They drew two outstanding pictures of their Vice Principle and Future Principal: Mr. Masters (9-1, 9-2) and Ms. Kiat (9-3, 9-4).



These shoes were made for walking!

In Grade 9 3D Art, the students have been creating and designing their own personal shoe designs. Students used a variety of mixed media materials such as cardboard, newspaper, and other recyclable materials to manipulate and create their shoes. Students found inspiration and incorporated their ideas into their unique designs. Using their knowledge of form, texture, and colour, they created a personalized shoe that best represented their ideas. Students documented their art-making process through a slides presentation and reflected on their construction process. These shoes will be on display at the Arts Night in May!



Experiencing Our Interests

High school Experience Week was held locally again this year in Macau during the week of March 7th-11th. This year offered even more choice for students with a total of 11 programs to choose from, where students can learn new skills. We are so grateful for all the local artists, professionals and teachers who helped make this a memorable week for our students.

Experience Week included a choice of the following programs:

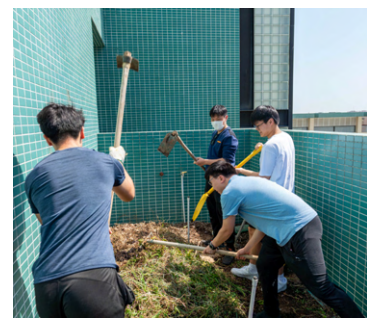
International culinary arts where students had the opportunity to work with Master Chef Daniel Denaro to make famous dishes from around the world.

Homeroom helpers where students assisted teachers conduct their lessons in kindergarten and elementary school classrooms.

Sailing where students honed their sailing skills as well as participating in a variety of watersports and other activities with the Macau Sailing Association.

Performing arts where students learned to dance, sing and act with the internationally acclaimed performers Tomos Griffiths and Emma Seward.

Graffiti Art where students learned how to spray paint with local street artists Filipe Wong and Anny Chong, both members of Macau's Outloud Street Art Festival.



Sports where students enjoyed some of the great sporting opportunities Macau has to offer while also exploring creative and service related activities.

Vegetarian cooking where students spent half days working with Andreea Apostol from Rawlicious Macau.

Watercolor focus where students worked with local artist Peta Houghton to paint 'en plein air' and visit different artists around the city to learn about their work.

Woodworking where students learned how to make wooden toolboxes and lamps with artist Dave Wan from Wood Fighter Macau.

Drone making program developed and led by grade 12 student Matthew Tam where students made, programmed and flew their own drones.

DIY crafts program led by teacher multimedia teacher Meighan Irvine, where students made beauty products, room spray, candles, tie dye shirts and customized mugs

Model United Nations inspired program led by humanities teacher Ryan Dunn where students designed their own week taking in some of the cities UNESCO sites and other famous areas while debating current events.

Middle school experience week was also held locally and took place during the week of March 21st-25th. The weather wasn't ideal but students and teachers showed lots of grit by venturing out in the cool and sometimes rainy weather to participate in creative, active and service related experiences all over Macau. All middle school students worked with local Artist James Wong on a huge whale art installation to support TIS' "Year of the Ocean" Activist in Residence program. The whale is hanging from the wall in the 5th floor stairwell of the north wing of the school. Veng Lei incense was on site to teach students how to make incense and share information about the historical importance of this industry in Macau. A highlight of the week for many groups was playing arrow tag which is a variation of dodgeball using bows, and foam tipped arrows on MUST's sports field. Many Grade 7 and 8 students enjoyed visiting MacCrew in old Taipa to get creative and make customized t-shirts or sneakers with their classmates. Grade 9 students took part in the DSEDJ's Dom Bosco's program at their Ka Ho center which involved using their high ropes aerial park and participating in low ropes team building challenges. Grade 8 students all camped overnight at the school in tents and learned some core camping skills which included barbecuing their own dinner in groups. Many groups also enjoyed trying virtual reality gaming at the Sandbox gaming center next to TIS. In addition to trying cooperative VR games, students also got to experience the thrills of Macau's F3 race track on a simulator. Additionally, all students spent half a day at Hac Sa beach doing a beach cleanup and hiking along the trails as well as bowling at Cotai's tennis and bowling center. Planning is already underway for next year's experience week.



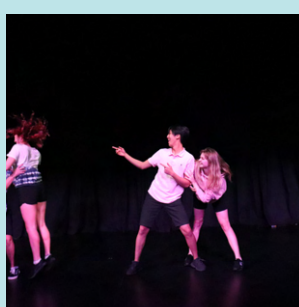
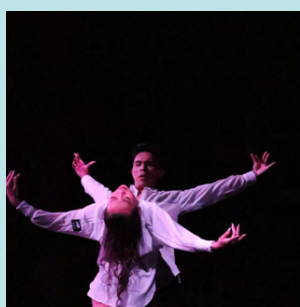
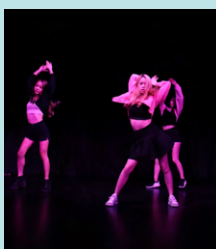
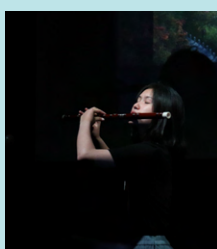
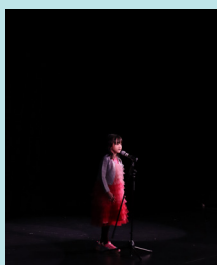
Benefit Concert 2022: Another Successful Show!

by Students Natasha Ho and Jonathan Ruggles

The Student Council has once again put on a successful and highly anticipated Benefit Concert. The Benefit Concert first started in 2009 as a way to raise money for the Sichuan earthquake. Ever since, the concert has become one of the largest events that the Student Council hosts. This is particularly special because all members of each student council committee work together to produce the show. The general council oversees the technical aspects of the show while the tech department is in control of the lights, camera, and action. The treasury committee controls ticket and snack sales for the show, and the executives lead members and prospective executives.

This year, there were 15 student acts of diverse genres, ranging from jazz singing to classical music to latin dancing to modern k-pop style dancing. They were met with a booming applause and cheering which we were all ecstatic to see. Each and every one of the performers were outstanding, but none of this could've been possible without the amazing backstage crew, the superb tech booth, and the hard work and months of planning undertaken by the dedicated student council executives!

Over 16,000 MOP was raised at this year's benefit concert to be donated to the Macau Society of Registered Psychotherapists (MSRP).



IB Art Exhibition Showcases Tremendous Talent of TIS Students

IB Visual Arts is a two-year course where students produce an original body of artwork that reflects their personal interests through thorough research. Each individual exhibit has been created and curated by the artist themselves from the choice of medium and subject matter, to the sequencing of the work. The exhibition component is an internal assessment worth 40% of the student's IB Art grade. Despite this being a major assessment, students enjoy this part the most, as exhibiting a body of work is an incredible accomplishment.

Bianca Acconci, Amanda Berlin, Natasha Ho, and Lina Tseng are this year's artists and they selected this year's theme: 'Suffering: it's good for the plot.' Through the exploration of this theme, they realized that there is growth through suffering. It teaches us to be more empathetic toward others, how to be more resilient and helps us develop the courage to take on more challenging tasks. This young group of artists has taken their time to discover what ignites their soul and translated it into thoughtfully crafted works of art.

In celebration of Women's History Month, the students agreed to donate 50% of the proceeds from the silent auction to the Ukrainian Women's Fund, which works to support women in the Ukrainian conflict. Due to the success of the auction, they raised over 6,000 MOP for the organization.

Despite the challenges of the pandemic and the tremendous workload of being a high school student, this group of students have demonstrated that passion and consistent hard work can lead to successful results.



Multimedia Students Excel In Technology, Design and Photography

We started out the year with a bang. Introducing students to the elements of art and the principles of design. Students then took on the task of learning vector and raster graphics learning Adobe photoshop and Adobe Illustrator basics. Afterwards we jumped into photography using DSLR cameras. Students will end the year learning different printing methods and will be able to print on multiple different objects.

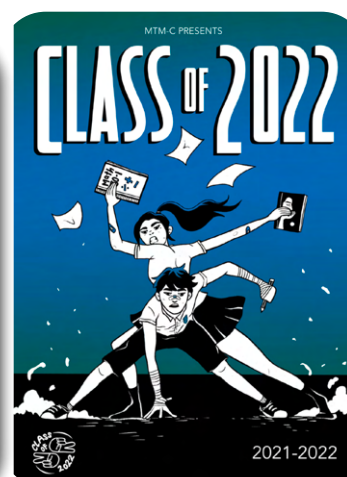


Film, Animation and Graphics

This Year Multimedia B students worked through various modules. We started off with a film unit. Students were able to create their own film and they edited it using Adobe Premiere Pro which is a professional video editing software. Students then advanced their photoshop skills and created a 5 photo themed graphic design project. Students then took on the task of learning 2D animation. Finally students will end the year learning and advancing their skills in Vector graphics.

Putting It All Together- Publishing Our Magazine

This year Multimedia C students learned a variety of modules culminating in a final Project of the grade 12 Magazine. They started the year with learning industry standard publishing software Adobe InDesign. Then they learned about branding, and finally increasing their photoshop skills. Their magazine will be available to purchase in June.



Digital Citizenship Week

March 22nd-24th was the first TIS Elementary Digital Citizenship Week. All week teachers focused on important topics to help promote responsible technology use and students dressed up to remind them to be awesome digital citizens.

Monday's focus was critical thinking and creativity. Students wore fun hats to remind them of the importance of thinking critically when they go online. They watched videos (about flying penguins and house hippos) and had discussions about if they were real or not. On Tuesday, students wore silly socks to remind them that everything they do online leaves a digital footprint. They brainstormed ways to make sure the footprint they leave is a positive one and discussed what information should and shouldn't be shared online. On Wednesday, students were given flower lei's to show the importance of laying off technology and having a good balance with other activities in their lives. Thursday was 'Fancy' dress-down day, and students wore their very best outfits and learned how to "keep it classy" when they are communicating online. Students also had time to play Interland- a fantastic online game from Google which explores all of these topics, as well as sharing ideas for offline games.

Overall, Digital Citizenship Week was a huge success! Teachers will continue to provide digital citizenship lessons throughout the school year and support our students in making positive choices online.

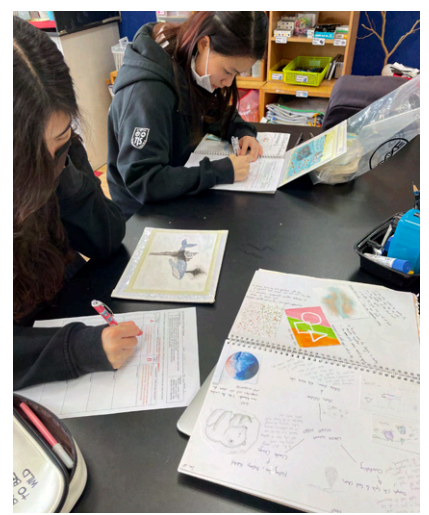


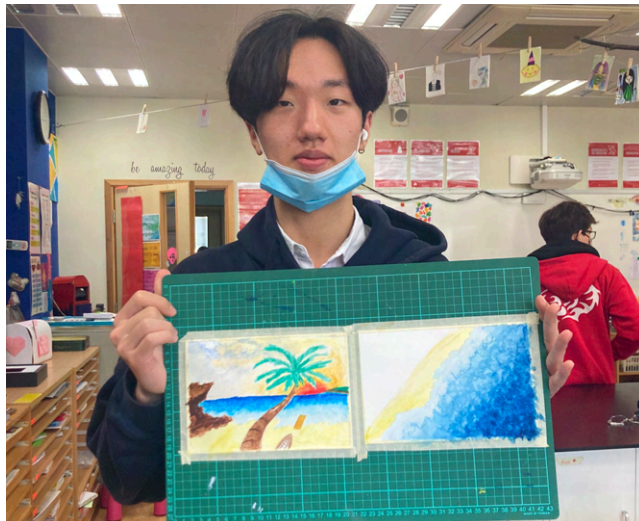
Art for a Cause!

Art can be a powerful tool in supporting and building community. The UN Sustainable Development Goal (SDG) #14: Life Underwater is the inspiration for this watercolour unit. High school art students were asked to examine environmental issues that plague our water supply and to research contemporary artists who address similar themes in their work. Using this research, students came up with an original design that they painted with watercolour and other mixed media. Some of the designs celebrate the animals living in these ecosystems, whereas other designs focus on raising awareness by highlighting the negative human impact. Prior to this painting, students spent a

couple of weeks learning and experimenting with various watercolour techniques and colour theory to help develop their skills and confidence.

Each painting was scanned and printed in postcard format to prepare for the fundraiser. Student volunteers have offered to sell these postcards at school community events for the rest of the year. The plan is to donate all proceeds to the Coral Restoration Program in Bali by buying a few coral nurseries. This project has been an excellent way for students to use their unique talents and skills to help make a difference in the global community.





From Struggle To Success

Over the years we have had many students that have managed to improve their English listening, speaking, reading and writing skills in our program. Then, eventually with enough practice, they no longer need the support the EAL Department provides. Here are some exceptional students that have worked very hard this year.

Hebe Woon gives the advice to students to “read more books, and write more in English for practice.” She also suggests that language learners actively use English outside of the classroom, and need to actively speak it if “you are not always [speaking] English in your daily life.”



Mike Chan has been at TIS since grade 6 and he is now in grade 11. “It is important to have a daily reading routine every day, and read for 30 minutes to an hour. We can communicate with people using English, and we can get speaking practice, improve our pronunciation and learn to use the appropriate words. In addition,



EAL helps to improve our English skills, specifically in reading, writing, and speaking. It trains us to talk fluently, and build up our English skills day by day. The teachers also provide helpful materials, so that we can practice more”.



Alvin Chu advises that students should practice their organizational skills with information, specifically in being able to form arguments. This would include things like being able to write a “very good essay”. He additionally advises that students should develop their vocabulary to be able to “read at [their] appropriate level.”

Yoyo Si suggests for students to use their English conversationally in their daily lives. “In order to transition out of the support English classes, you will need to have conversations in English. Try to chat with some English native speakers who can assist you, or try to meet up with somebody who is studying English too!” These conversations can help



students to build their vocabulary and speaking skills. She gives another suggestion for students to “watch English-language films,” and that you can use “your native language in the movie subtitles, so that you can listen to the movie in English, while also reading along with the subtitles and translating them as you go. Last but not least, you’ll need to learn new vocabulary and keep track of it. Making a vocabulary journal is a great idea, but reading is the preferred technique to develop your vocabulary, because the contexts of stories and conversations can help you identify and clarify the meaning of unfamiliar words in the text.”



Carol Chak has been at TIS since grade one and she is now in grade 11. Here is Carol explaining how we teach English at TIS. “Teachers have been encouraging us to read more, and we have done a lot of drills and practice in class, which is very useful. Also, the novel reading project helped

me to improve a lot, as it helped us understand the book much better. We often have activities at the start of the classroom to communicate with our peers and also help us to speak fluently. The teachers give us suggestions on how to improve our English vocabulary and tell us that we should speak to native speakers more to improve our language fluency.

We congratulate these students and wish them continued success in their language development. In the words of Brian Herbert, “the capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.” Whether you are a successful student in each of your courses, or you are a student struggling on your learning journey, the drive and motivation to improve will take you far.

You Can't Take It With You!

What do you get when you mix a crazy family that cares more about snakes and candy than social normalities with a stuck up family who works on Wall Street? Don't forget to add in tax evasion and a little bit of fireworks. You get Kaufman and Hart's American classic, *You Can't Take It With You*.

"For a long time, I've wanted to tackle this seminal classic and when I saw the size of this audition pool, I knew now was the time. The actors in the past two years explored themes like being a teenager, the pandemic, a Greek classic, so the time was right to guide the students through a contemporary comedy. From the table read to the final dress rehearsal, it has been a wonderful journey. The students worked hard in bringing life to this irreverent family. They overcame the challenge of finding humor that isn't always apparent." - Mr. Ferlisi

In our largest and grandest play yet, 46 students worked together for four months to put on this fabulous production and TIS Theatre Arts was proud to produce this show on May 6 and 7. Not only did the Middle School and High School actors do a wonderful job, but they also filled all of the backstage roles, including: band, costumes, props, lights, sound, box office, marketing, set design, hair and makeup. The technicians, directors, and crew continue to grow in their craft, and make all the technical elements seem effortless; a mark of a good backstage team.



Exploring Chinese Culture



In April, the Chinese Department carried out a series of activities related to Chinese culture, including an Idiom Story competition in Grade 2 and a Poetry Competition in Grade 4, only to name a few. These competitions help drive students' attention and motivate them to put forth their best effort while deepening students' understanding of the subject. In addition, it allowed students to appreciate poetry and Chinese heritage while having fun in healthy competitions and activities against their peers.

Papermaking activities were carried out in Middle School. During the Western Han Dynasty (206 BC), China had already developed papermaking technology which Cai Lun of the Eastern Han Dynasty later improved. Using bark, hemp head, cloth, fishing net and other raw materials, the processes of tamping, pounding, frying, baking, etc., were made possible, which gave birth to the origin of modern paper. The CCEW activity helps students understand the history behind Chinese writing tools by allowing them to experience the process of Chinese papermaking themselves. Students even used the paper they produced to create their own Chinese paintings, while learning the importance of Chinese Culture and understanding how it can help protect the environment.

在4月份，中文部開展了一系列相關活動，在小學，舉辦了二年級的成語故事比賽和四年級的詩詞比賽等，一方面更好的和課堂內容相結合，另一方面也能加深學生對中國文化的理解，既可以讓學生欣賞詩詞，感受中國底蘊，又可以在比賽和活動中找到樂趣和榮耀。中學則開展了造紙活動。西漢時期(公元前206年)中國已經有了造紙術，東漢的蔡倫改進了造紙術。他用樹皮、麻頭及敝布、魚網等原料，經過挫、搗、炒、烘等工藝製造的紙，是現代紙的淵源。這次CCEW的活動不但讓學生們認識了中國記事載體的歷史，體驗中國造紙術的過程，最後還讓學生在自己造的紙上畫上中國畫，拼貼自然藝術，讓學生感受中國文化的同時亦明白環保的重要性。



Crisis Diplomacy at TISMUN-IV

by Student Kun Kei Xiao

In the immortal words of John F. Kennedy, "Let us never negotiate out of fear. But let us never fear to negotiate." While these words carried profound weight when they were first uttered in 1961, they certainly continued to be quite pertinent on Saturday, April 30th, for the members of TIS' Model United Nations Club.

For a second time this year, students from both junior and senior high came together to explore and negotiate solutions to global issues through TIS' fourth inhouse Model UN conference. Unlike past conferences, this particular entry proved to be quite interesting as it was TIS' first attempt at a historically-themed crisis. More specifically, delegates envisioned how global leaders would have sought to address the German Invasion of Poland in 1939.

As the chair for TISMUN IV, I am thrilled to say the conference was a great success with notable contributions from all members. Despite the massive challenge that this crisis brought, the delegates were able to come to a diplomatic

solution while keeping the interests of their countries in mind. Delegates were also able to leverage their understanding of the event to take strategic measures to influence the outcome of the conference. Special recognition goes to Joshua Zhang, Thomas Zhang, and William Chan who took home the high school trophies as well as Franky Leong Murthy, Daniel Chu, and Timothy Chu, the middle school award recipients. In addition, the club also celebrates all delegates who stepped out of their comfort zones to uphold the interests of their respective countries to the best of their ability.

This conference would not have been possible without the support of our exceptional administrative staff, Chloe Lam, Chloe So, Angelo Braga, Ernie Wu, and Cassidy Ho. A special thanks in particular to Ms. Little and Mr. Dunn for the expertise and enthusiasm that they have brought to our Model United Nations Club. Through their efforts, as well as those of our dedicated delegates and administrative staff, our club has become a supportive community, sharing a passion for not just Model United Nations, but for solving the world's problems.



High School Girls Volleyball and Basketball

This year, two high school girls teams have archived the same goal. Group A(U19) Girls Volleyball and Basketball both made it to the quarter-finals. Especially for the senior girls volleyball, this is the first time a TIS girls volleyball team had come this far in a DSEDJ competition. Congrats to the girls!



High School Boys Soccer

Group A Boys Soccer is one of the most competitive TIS teams. Last year, the TIS HS boys soccer team won the DSEDJ championship for the first time in school history. But with most players graduating from last year's squad, this year's team are mostly young and talented new blood. The young but talented squad achieved another magnificent goal this year, fourth place in the DSEDJ competition.

Cross Country

Cross country is one of the toughest competitions held by DSEDJ. Only the best athletes can finish the meet in a such limited time. This year, the secondary cross country team had a very successful season with remarkable results. Congratulations!

Boys A: Jonathan Feather Ruggles & Nathan Tye both finished
Girls A: Eunice Cordeiro Hoi - 8th (medal), Mar Pinto and SJ Pinto both finished
Girls B: Maria Colette Lei - 7th (medal)
Boys C: Lucas Logan-Wright finished
Girls C: Caia Reichard- 3rd (medal), Maigaew Da Silva Braga - 9th (medal)



eSports

Although the TIS eSports team is only two years old, this young tiger team is growing fast! They competed in the FUSE Cup - Just Dance this year against YCIS Chongqing and YCIS Shanghai. TIS eSports Team 1 won the FUSE Cup Asia Grand Final! They will go on to compete in the Global Grand Final against teams from Australia, Europe, and Africa. Let's go Tigers!



DSEDJ Competitions Are Still Going On

The Covid-19 makes the competition season longer. Due to the outbreaks of covid in September and October, DSEDJ has postponed the competitions for a few months. Therefore, some sports teams have not finished their season. Group D(U12) Boys Soccer, Group C(U14) Boys & Girls Basketball, Group B(U16) Boys Basketball, Tennis and Swimming are still training hard for the upcoming DSEDJ competitions. Looking forward to hearing the results from them!

Congratulations Class of 2022

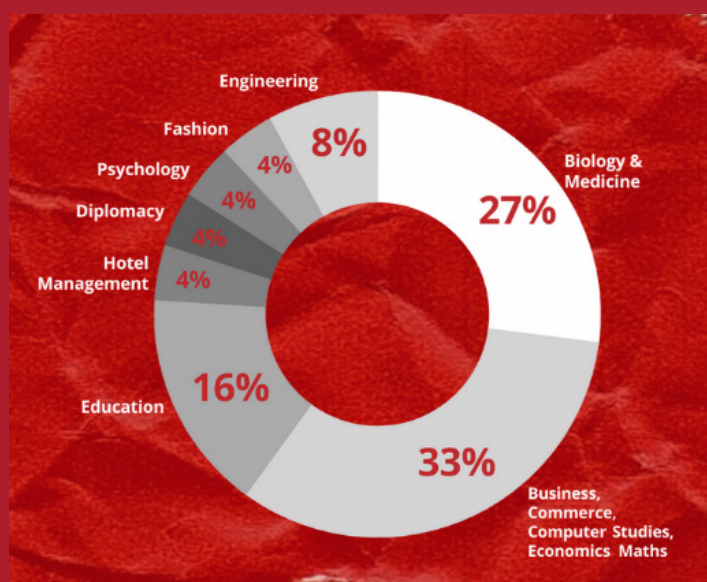


The Class of 2022 is the third class to be graduating during what seems to be the world's longest pandemic! You have had many disruptions to learning during some of the most critical years of your schooling. Yet, you have reached the summit of your Secondary School journey, and we are all proud of your accomplishments.

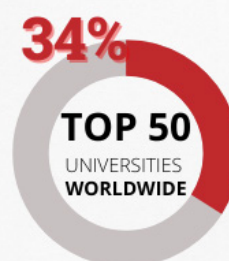
According to the Wall Street Journal, 2022 has been the most competitive year on record for University applications. Yet, despite having the odds stacked against them, TIS's Class of 2022 overcame such obstacles and secured offers from 89 different institutions worldwide and over 8.1 Million MOP in scholarships. 22% of the Class of 2022 have received offers from the top 30 Universities and 34% have received offers from the top 50 Universities around the globe.

The disciplines covered subject fields such as Biology and Medicine, Engineering, Business and Marketing, Education, Hotel Management, Diplomacy, Psychology and Fashion. This shows the diligence and resilience that our Students have developed over their education here.

As each of you move forward in your studies, we wait in anticipation to hear of your attainments. We wish you every success!



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Help Us Congratulate TIS Students On Their Achievements In All Of Their Endeavours



24th ACADEMIC MARTIAL ARTS COMPETITION

Brothers Focus (Grade 9) and Marcus (Grade 7) swept the competition and took home two handfuls of medals that left us wondering where they would put them all!



ACAMIS - CHINESE NEW YEAR

Fantastic design made by Gloria (Grade 4) was selected among 198 submissions to represent the Association of China And Mongolia International Schools in their annual greeting card for CNY festivities.



TOP VOICE OF MACAO

With a cover of "Young and Beautiful" (by Lana del Rey) and "Versace on the Floor" (By Bruno Mars), Phoebe (Grade 9) blew the judges away and was placed in the Top 10 Macao Student Singers. Incredible!



MACAU INDOOR CYCLING LEAGUE 2021

Our very own Austin (Grade 8) is the first prize winner for the whole year of the U15 Boys Single Artistic Cycling! Way to go!



2021 MINI MARATHON

With a steady pace and amazing record time, SJ (Grade 12), Mar (Grade 12) and Maria Colette (Grade 10) ran all 5 kilometers of the competition and placed in the top 10 for Female A Category.



MATHEMATICAL KANGAROO

Using their enormous creativity and quick problem solving skills, Thomas (Grade 1) and Issac (Grade 2) both took home winning prizes! We couldn't be more proud.



ENGLISH SPEECH CONTEST

Congratulations are in order for Merci (Grade 4) and Nico (Grade 5) who made it to the Final of this fierce competition and received certificates of merit for their excellent speeches on how to help our planet.



ENGLISH ESSAY COMPETITION

Under the theme of Sustainable Development Goals (SDGs), Jonathan (Grade 11), Tiffany (Grade 12) and Autumn (Grade 6) thrived as they considered "The Change I want to Make" in their communities. Jonathan was awarded the top prize, followed by Tiffany in second place in High School Category and Autumn in second place in Upper Primary.



MACAO GO WEI QI TOURNAMENT

Incredible achievement from Clayton (Grade 4), who brought home the 3rd place trophy in this very competitive tournament. Way to go young Tiger!



CEMC BEAVER COMPUTING CHALLENGE

Our very own Chloe (Grade 10) blew the competition away, winning first place with a perfect score!



MACAO SQUASH RANKING TOURNAMENT

Number 1 ranked U19 Female Player in Macao and 2021-2022 competition winner, Whitney (Grade 11) has left us in awe of her talents!



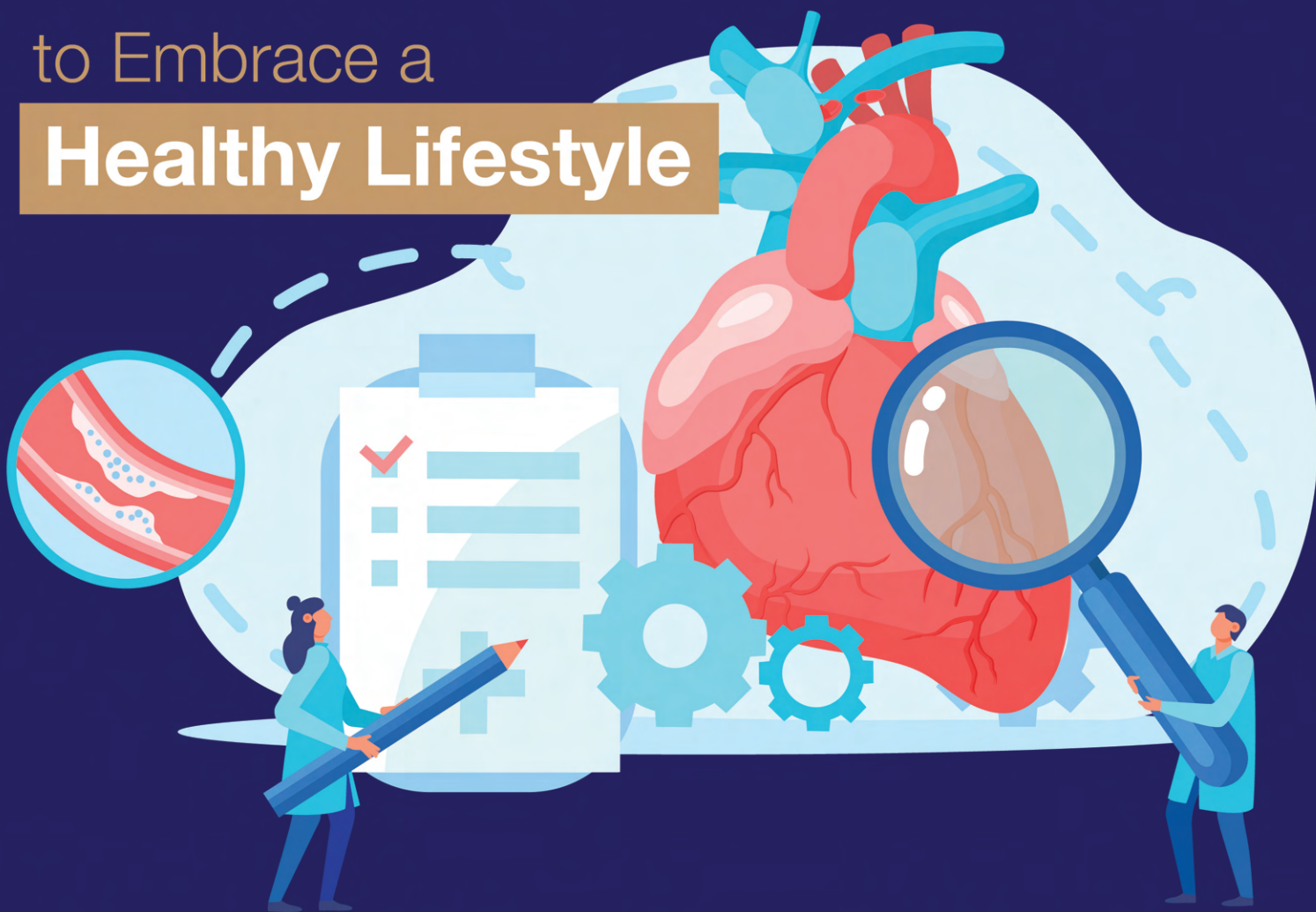
MACAO CULTURAL CENTER

With a prestigious personal invitation by DSEDJ, Grade 10's Anette & Kyle were the youngest amongst the performers to grace the stage, and we were left in wonder of these natural-born stars.

CARE YOUR HEART

to Embrace a

Healthy Lifestyle



Our heart is one of the most vital organs that keeps us alive. It is therefore important to take care of our heart to live a healthy lifestyle. The younger you begin, the lower the threat to your cardiovascular health in adulthood.

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From Slovakia to Covid Front Lines!

Edward Tan, Class of 2014, is the first TIS graduate to study medicine straight from high school. We catch up with him to see where his career has taken him and his advice for our senior students who are leaving to pursue their dreams.



As you are the first TIS graduate who studied medicine straight out of high school, can you tell us when you realized that you wanted to study medicine?

I have always wanted to become a doctor. But to be completely honest, I'm not entirely sure why. Maybe it's the urge to help others or my curiosity about the human body's inner workings. Whichever the case, I have dedicated myself to pursuing this medical path, selecting early on all the required courses, such as the Science Courses at TIS, which helped me in my first year at university.

Can you please tell us a bit about where you are currently working? What are the challenges/highlights of your career?

I started my residency program in Shanghai in July 2021. One of the biggest challenges I've faced is progressing from being a university student to being a doctor at the hospital. Although I was warned by many professors about this, "patients don't get sick according to the book!", I found myself struggling to make the transition. I have found that theoretical knowledge by itself is not enough. As doctors, we need to know how to best apply evidence-based medicine to fit our patients' situations and treat them effectively.

What is the best part of your profession?

I really enjoy my career, and I must say the best part of being a doctor is seeing your patients recover and get discharged from the hospital. There's great satisfaction when you realize you can actually help others.

Where did you study medicine?

I studied medicine in Slovakia at Comenius University and graduated with a master's degree MUDr. (Medicinae Universae Doctor). Slovakia is a beautiful country, and Comenius University was the first Faculty of Medicine in Slovakia where a credit system was introduced that is compatible with the European Credit Transfer System (ECTS). This means graduates can practice medicine in all of Europe, which has provided me with many opportunities to meet people from all across the world and make new friends.

How did TIS help prepare you for university and life after high school?

University life is very different from high school. But as an international school, TIS has provided me with a learning environment that helped me quickly adapt to my new surroundings. I remember in Grade 12, I had no idea how to apply to universities, as different universities have their own specific requirements. Fortunately, Ms. Hubert helped me sort out my application, and I would like to thank her immensely.

What are your fondest memories of your years spent at TIS?

As a kid, I was pretty curious about electronics. I enjoyed tearing things apart and putting them back together again. TIS allowed me to study this in-depth, and I really loved the Electronics Class, which helped me discover a new hobby outside of my career.

What advice do you have for grade 12 students at TIS who will be starting their university careers?

University life can be stressful, but there's more to it than just getting a degree. You should try out different things, like hobbies, joining clubs or whatever interests you. It's a new chapter in life, which means doing things independently. This is the kind of experience you won't forget.

What advice would you give Grade 12 students who want to study medicine?

If you want to study medicine, you should first be absolutely sure that this is something you want to do. There's a lot of pressure with studying medicine. For example, having 8 to 9 different courses each semester and exams every week for each course. Do you think you could handle it? Another question you should ask yourself is, do you have hematophobia? For example, some people may fear blood or injuries, only to discover this when faced with injured patients. Finally, just remember to take your time to do what you enjoy!

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